

National Center for Education Statistics

2015 Reading Grade 12 Assessment Report Card: Summary Data Tables for National Sample Sizes, Participation Rates, Proportions of SD and ELL Students Identified, Demographics, and Performance Results

Table of Contents

	Worksheet name	Table title
1	R_G12_Sample Size	Student sample sizes and target populations in NAEP reading at grade 12: 2015
2	R_G12_Participation Rate	Public and nonpublic school and student participation rates in NAEP reading at grade 12: 2015
3	R_G12_SDELL_National Trend	Percentage of twelfth-grade students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP reading, as a percentage of all students, by SD/ELL category: Various years, 1992–2015
4	R_G12_SDELL_National Identified	Percentage of twelfth-grade students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP reading, as a percentage of identified SD and/or ELL students, by SD/ELL category: 2015
5	R_G12_Type of Accommodation	Percentage of twelfth-grade students with disabilities (SD) and/or English language learners (ELL) assessed in NAEP reading with accommodations, by SD/ELL category and type of accommodation: 2015
6	R_Demographic	Percentage of students assessed in twelfth-grade NAEP reading, by selected characteristics: 1992, 2013, and 2015
7	R_Score & Percentile	Overall average scores and percentile scores in twelfth-grade NAEP reading: Various years, 1992–2015
8	R_Student Group	Average scores and achievement-level results in NAEP reading for twelfth-grade students, by selected characteristics: Various years, 1992–2015
9	R_Student Group-cont'd	Average scores and achievement-level results in NAEP reading for twelfth-grade students, by selected characteristics: Various years, 1992–2015—Continued

National Center for Education Statistics

2015 Reading Grade 12 Assessment Report Card: Summary Data Tables for National and Pilot State Sample Sizes, Participation Rates, Proportions of SD and ELL Students Identified, Demographics, and Performance Results

Student sample sizes and target populations in NAEP reading at grade 12, by state/jurisdiction: 2015

State/jurisdiction	Sample size	Target population
Nation	19,300	3,333,000
Public	17,500	3,050,000
Private	1,800	282,700

NOTE: The sample size is rounded to the nearest hundred. The target population is rounded to the nearest thousand. Data for BIE and DoDEA schools are counted in the overall national totals, but not in the public school totals. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

National Center for Education Statistics

2015 Reading Grade 12 Assessment Report Card: Summary Data Tables for National and Pilot State Sample Sizes, Participation Rates, Proportions of SD and ELL Students Identified, Demographics, and Performance Results

Public and nonpublic school and student participation rates in NAEP reading at grade 12, by state/jurisdiction: 2015

State/jurisdiction	School participation			Student participation	
	Student-weighted percent	School-weighted percent	Number of schools participating	Student-weighted percent	Number of students assessed
Nation	88	82	740	78	18,700
Public	91	94	650	78	16,900
Private	57	47	90	84	1,800

NOTE: The national totals for schools include Department of Defense Education Activity (overseas and domestic schools) and Bureau of Indian Education schools, which are not included in either the public or private school totals. The national totals for students include students in these schools. The number of schools is rounded to the nearest ten. The number of students is rounded to the nearest hundred. The school participation rates are student-weighted percentages before substitution. Columns of percentages have different denominators. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

National Center for Education Statistics

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Percentage of twelfth-grade students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP reading, as a percentage of all students, by SD/ELL category: Various years, 1992–2015

SD/ELL category	1992 ¹	1994 ¹	1998 ¹	1998	2002	2005	2009	2013	2015
SD and/or ELL									
Identified	7	9	7	7	12	14	13	14	15
Excluded	5	5	3	2	4	4	4	2	2
Assessed	2	5	4	5	8	10	9	11	12
Without accommodations	2	5	4	4	6	5	4	3	3
With accommodations	—	—	—	1	2	4	6	9	9
SD									
Identified	5	7	6	6	9	10	10	11	11
Excluded	4	4	3	2	3	3	3	2	2
Assessed	1	3	3	4	6	7	7	9	9
Without accommodations	1	3	3	3	4	3	2	1	1
With accommodations	—	—	—	1	2	4	5	8	8
ELL									
Identified	2	2	2	2	3	4	3	3	4
Excluded	1	1	#	#	1	1	1	#	#
Assessed	1	1	2	2	3	3	2	3	3
Without accommodations	1	1	2	2	2	3	2	2	2
With accommodations	—	—	—	#	#	1	1	1	1

— Not available.

Rounds to zero.

¹ Accommodations not permitted.

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2015 Reading Assessments.

National Center for Education Statistics

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Percentage of twelfth-grade students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP reading, as a percentage of identified SD and/or ELL students, by SD/ELL category: 2015

SD/ELL category	Percentage of identified SD and/or ELL students			
	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
SD and/or ELL	17	83	23	60
SD	19	81	12	68
ELL	9	91	55	36

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

National Center for Education Statistics

2015 Reading Grade 12 Assessment Report Card: Summary Data Tables for National and Pilot State Sample Sizes, Participation Rates, Proportions of SD and ELL Students Identified, Demographics, and Performance Results

Percentage of twelfth-grade students with disabilities (SD) and/or English language learners (ELL) assessed in NAEP reading with accommodations, by SD/ELL category and type of accommodation: 2015

Type of accommodation	SD and/or ELL	SD	ELL
Braille presentation	#	#	#
Braille response	#	#	#
Breaks	0.9	0.9	#
Cue to stay on task	0.2	0.2	#
Directions read aloud in English	2.9	2.7	0.4
Directions read aloud in Spanish	0.1	#	0.1
Extended time	7.8	7.0	1.2
Large-print booklet	0.1	0.1	#
Magnification device	#	#	#
One-on-one	0.2	0.2	#
Other	0.3	0.3	#
School staff administers	#	#	#
Scribe	0.1	0.1	#
Sign language response	#	#	#
Small group	5.2	5.0	0.5
Special equipment	0.2	0.2	#

Rounds to zero.

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

National Center for Education Statistics

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Percentage of students assessed in twelfth-grade NAEP reading, by selected characteristics: 1992, 2013, and 2015

Characteristic	1992 ¹	2013	2015
Race/ethnicity			
White	74 *	58	56
Black	15	14	14
Hispanic	7 *	20	21
Asian/Pacific Islander	3 *	5	6
American Indian/Alaska Native	# *	1	1
Gender			
Male	49	51	50
Female	51	49	50
Highest level of parental education			
Did not finish high school	8 *	9	9
Graduated from high school	22 *	16	17
Some education after high school	27 *	21	21
Graduated from college	41 *	49	50
School location			
City	—	28	29
Suburb	—	36 *	41
Town	—	11	11
Rural	—	26 *	19
Region			
Northeast	—	18	18
Midwest	—	22	22
South	—	36	36
West	—	24	24
Students with disabilities (SD)			
SD	—	9	9
Not SD	—	91	91
English language learners (ELL)			
ELL	—	3	3
Not ELL	—	97	97

— Not available.

Rounds to zero.

* Significantly different ($p < .05$) from 2015.

¹ Accommodations not permitted.

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. For the race/ethnicity category, results are not shown for students whose race/ethnicity was unclassified or two or more races. For the highest level of parental education category, results are not shown for students who reported that they did not know the highest education level for either parent. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 2013, and 2015 Reading Assessments.

National Center for Education Statistics

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Overall average scores and percentile scores in twelfth-grade NAEP reading: Various years, 1992–2015

Type of score	1992 ¹	1994 ¹	1998 ¹	1998	2002	2005	2009	2013	2015
Overall average score	292 *	287	291 *	290 *	287	286	288	288	287
10th percentile score	249 *	239 *	242 *	240 *	237 *	235 *	238 *	239 *	233
25th percentile score	271 *	264 *	268 *	267 *	263	262	264 *	264 *	261
50th percentile score	294 *	290	293 *	293 *	289	288	291	291	289
75th percentile score	315	313 *	317	317	312 *	313 *	315	315	315
90th percentile score	333 *	332 *	337	336	332 *	333 *	335	335 *	337

* Significantly different ($p < .05$) from 2015.

¹ Accommodations not permitted.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2015 Reading Assessments.

National Center for Education Statistics

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Average scores and achievement-level results in NAEP reading for twelfth-grade students, by selected characteristics: Various years, 1992–2015

Characteristic	Average scale score										Percentage of students																	
	1992 ¹	1994 ¹	1998 ¹	1998	2002	2005	2009	2013	2015	1992 ¹	1994 ¹	1998 ¹	1998	2002	2005	2009	2013	2015	1992 ¹	1994 ¹	1998 ¹	1998	2002	2005	2009	2013	2015	
Race/ethnicity																												
White	297	293	297	297	292 *	293 *	296	297	295	15 *	20	17 *	18 *	21	21	19	17 *	21	85 *	80	83 *	82 *	79	79	81	83 *	79	
Black	273 *	265	271	269	267	267	269	268	266	39 *	48	42	43	46	46	43	44	48	61 *	52	58	57	54	54	57	56	52	
Hispanic	279	270 *	276	275	273	272 *	274	276	276	33	42	36	38	39	40	39	36	37	67	58	64	62	61	60	61	64	63	
Asian/Pacific Islander	290	278 *	288	287 *	286 *	287 *	298	296	297	23	33 *	25	26	27	26	19	20	21	77	67 *	75	74	73	74	81	80	79	
American Indian/Alaska Native	‡	274	‡	‡	294	279	283	277	279	‡	39	‡	‡	19	33	30	35	35	‡	61	‡	‡	81	67	70	65	65	
Gender																												
Male	287 *	280	283	282	279 *	279 *	282	284	282	25 *	31	30	30	33	33	31	30 *	32	75 *	69	70	70	67	67	69	70 *	68	
Female	297 *	294	298 *	298 *	295 *	292	294	293	292	16 *	20 *	17 *	17 *	20 *	22	20 *	21 *	24	84 *	80 *	83 *	83 *	80 *	78	80 *	79 *	76	
Highest level of parental education																												
Did not finish high school	275 *	266	268	268	268	268	269	270	268	37 *	47	43	44	44	45	43	41	45	63 *	53	57	56	56	55	57	59	55	
Graduated from high school	283 *	277	280 *	279 *	278 *	274	276	276	273	28 *	34 *	32 *	33 *	34 *	37	36	36	39	72 *	66 *	68 *	67 *	66 *	63	64	64	61	
Some education after high school	294 *	289	292 *	291 *	289	287	287	288	287	17 *	22 *	20 *	21 *	23	25	25	24	26	83 *	78 *	80 *	79 *	77	75	75	76	74	
Graduated from college	301 *	298	301 *	300 *	296	297	299	299	298	13 *	16 *	15 *	16 *	18	19	18	17	19	87 *	84 *	85 *	84 *	82	81	82	83	81	
School location																												
City	—	—	—	—	—	—	286	285	284	—	—	—	—	—	—	28	29	31	—	—	—	—	—	—	—	72	71	69
Suburb	—	—	—	—	—	—	292	291	290	—	—	—	—	—	—	23	24	26	—	—	—	—	—	—	—	77	76	74
Town	—	—	—	—	—	—	287	288	287	—	—	—	—	—	—	26	25	27	—	—	—	—	—	—	—	74	75	73
Rural	—	—	—	—	—	—	286	289	287	—	—	—	—	—	—	27	24	28	—	—	—	—	—	—	—	73	76	72
Region																												
Northeast	—	—	—	—	—	288	291	292	290	—	—	—	—	—	25	23	23	27	—	—	—	—	—	—	75	77	77	73
Midwest	—	—	—	—	—	293	294	291	292	—	—	—	—	—	22	21	23	24	—	—	—	—	—	—	78	79	77	76
South	—	—	—	—	—	282	284	286 *	283	—	—	—	—	—	31	30	27 *	32	—	—	—	—	—	—	69	70	73 *	68
West	—	—	—	—	—	283	287	287	287	—	—	—	—	—	30	28	26	27	—	—	—	—	—	—	70	72	74	73
Students with disabilities (SD)																												
SD	—	—	—	244	247	244 *	253	252	252	—	—	—	70	68	72 *	62	63	63	—	—	—	30	32	28 *	38	37	37	
Not SD	—	—	—	292	289	289	291	292	291	—	—	—	22 *	24	24	23	22 *	24	—	—	—	78 *	76	76	77	78 *	76	
English language learners (ELL)																												
ELL	—	—	—	244	245	247 *	240	237	240	—	—	—	73	70	69	78	80	76	—	—	—	27	30	31	22	20	24	
Not ELL	—	—	—	291 *	288	288	290	290	289	—	—	—	23 *	25	26	24 *	24 *	26	—	—	—	77 *	75	74	76 *	76 *	74	

See notes at end of table.

National Center for Education Statistics

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Average scores and achievement-level results in NAEP reading for twelfth-grade students, by selected characteristics: Various years, 1992–2015—Continued

Characteristic	Percentage of students																	
	At or above <i>Proficient</i>									At <i>Advanced</i>								
	1992 ¹	1994 ¹	1998 ¹	1998	2002	2005	2009	2013	2015	1992 ¹	1994 ¹	1998 ¹	1998	2002	2005	2009	2013	2015
Race/ethnicity																		
White	46	42 *	47	47	42 *	43 *	46	47	46	5 *	5 *	7	7	6 *	6 *	7 *	7	9
Black	18	13	18	17	16	16	17	16	17	1	1 *	1	1	1	1	1	1	1
Hispanic	23	20 *	25	24	22	20 *	22	23	25	1	1	2	2	1	2	2	2	2
Asian/Pacific Islander	40	29 *	37	38	34 *	36 *	49	47	48	5	3 *	6	5	4 *	5	10	8	10
American Indian/Alaska Native	‡	20	‡	‡	44	26	29	26	28	‡	2	‡	‡	5	2	2	2	3
Gender																		
Male	34	29 *	32	32	28 *	29 *	32	33	33	2 *	2 *	4 *	3 *	2 *	3 *	4 *	4	5
Female	46 *	43	48 *	48 *	44	41	43	42	42	5 *	6	8	8	7	6 *	7	7	8
Highest level of parental education																		
Did not finish high school	21	15	19	19	17	17	17	18	18	#	1	1	1	1	1	1	1	1
Graduated from high school	28	24	28	28	25	23	25	24	24	2	2	2	2	2	2	2	2	2
Some education after high school	41 *	36	39	39	36	34	35	35	36	3	3	4	4	4	4	4	4	4
Graduated from college	52	48	52	51	46	47	49	49	49	6 *	7 *	9	9	7 *	7 *	8	8	10
School location																		
City	—	—	—	—	—	—	36	34	35	—	—	—	—	—	—	5	5	6
Suburb	—	—	—	—	—	—	42	40	40	—	—	—	—	—	—	6	6	7
Town	—	—	—	—	—	—	36	36	36	—	—	—	—	—	—	5	4	6
Rural	—	—	—	—	—	—	35	38	36	—	—	—	—	—	—	4	5	5
Region																		
Northeast	—	—	—	—	—	38	42	41	42	—	—	—	—	—	5 *	6	6	8
Midwest	—	—	—	—	—	42	44	41	42	—	—	—	—	—	6	6	6	7
South	—	—	—	—	—	31	32	35	34	—	—	—	—	—	4 *	4	5	5
West	—	—	—	—	—	32	37	36	36	—	—	—	—	—	4	5	5	5
Students with disabilities (SD)																		
SD	—	—	—	7	7 *	6 *	12	10	12	—	—	—	#	#	#	1	1	1
Not SD	—	—	—	41	38	38 *	40	40	40	—	—	—	6	5 *	5 *	6	6	7
English language learners (ELL)																		
ELL	—	—	—	8 *	5	5	2	2	4	—	—	—	#	#	#	#	#	#
Not ELL	—	—	—	41 *	37	37	39	39	39	—	—	—	6	5 *	5 *	5 *	5 *	6

— Not available.

Rounds to zero.

‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

* Significantly different ($p < .05$) from 2015.

¹ Accommodations not permitted.

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. The results for students with disabilities and English language learners are based on students who were assessed and cannot be generalized to the total population of such students. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2015 Reading Assessments.